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First-Generation Symposium

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Thriving, Not Surviving

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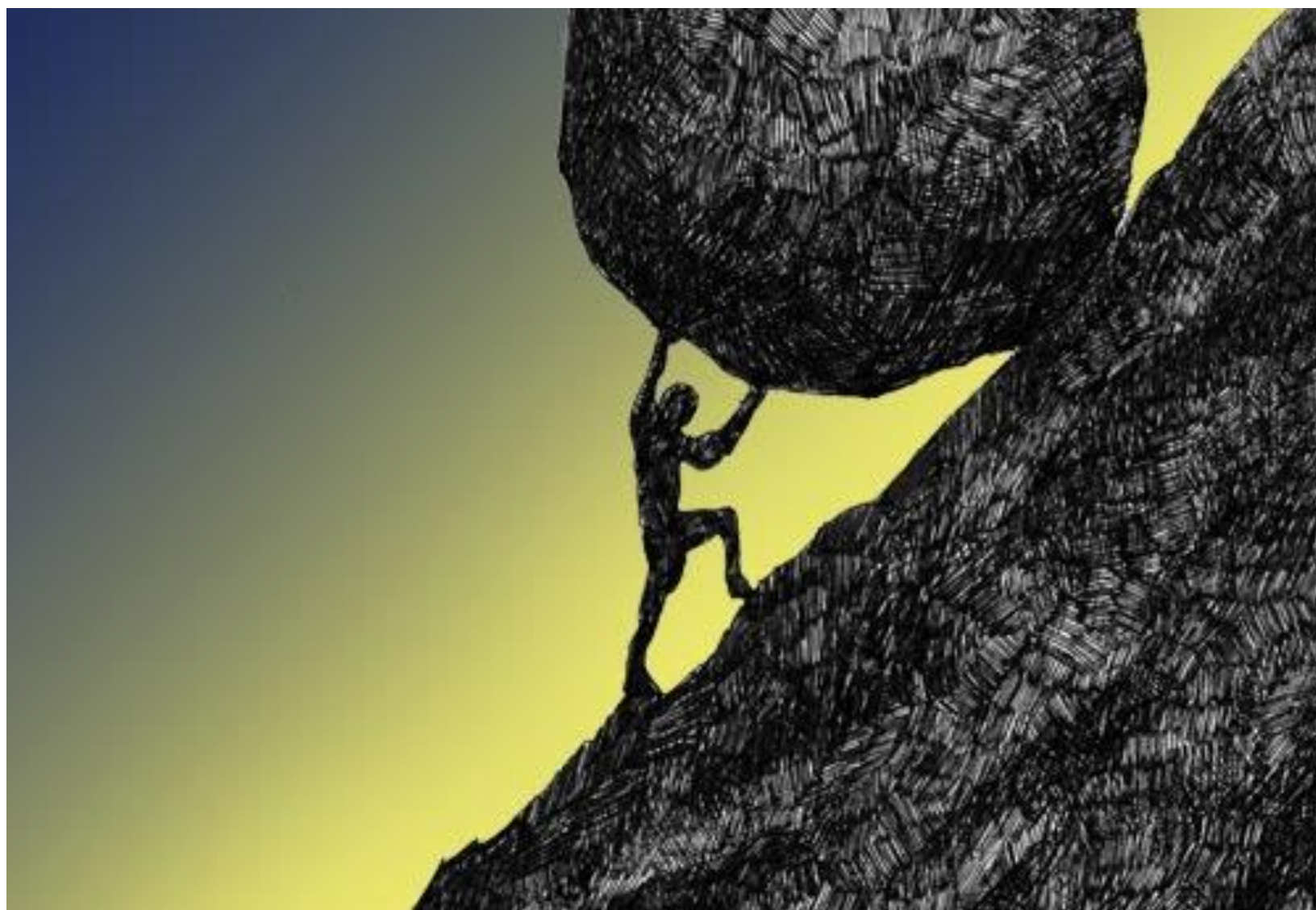
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Thriving, Not Surviving

Corinne Werner, M.A.

Predoctoral Psychology Intern

Wellness Center



Agenda

Purpose

Explore innovative evidence-based practices for supporting first generation scholars on college campuses.

Goal

Understand how these programs help first-gen students succeed and start thinking about how we can make changes in our roles.

Agenda

Define First
Generation
College Students

University of
California's
Student Academic
Preparation and
Educational
Partnerships
program (SAPEP)

Colorado State
University's Key
Communities
program (Key)

Questions,
Comments,
Thoughts

The New York Times

*Are You First Gen?
Depends on Who's Asking*



First Generation College Students



NASPA

Student Affairs Administrators
in Higher Education

“The term “first-generation” implies the possibility that a student may lack the critical cultural capital necessary for college success because their parents did not attend college.”



The slide features a light gray background with two large teal geometric shapes. On the left, a teal triangle points towards the center. On the right, a teal trapezoid is positioned, also pointing towards the center. The text 'How can we help?' is centered between these two shapes.

How can we help?

SAPEP

- History of SAPEP
 - Student Academic Preparation & Educational Partnerships (SAPEP)
 - Educational programs and services created by the University of California (UC) system
 - Established in 1997
 - Goal: Raise student achievement levels, close achievement gaps among targeted groups of students from Pre-K to post-graduate study



SAPEP

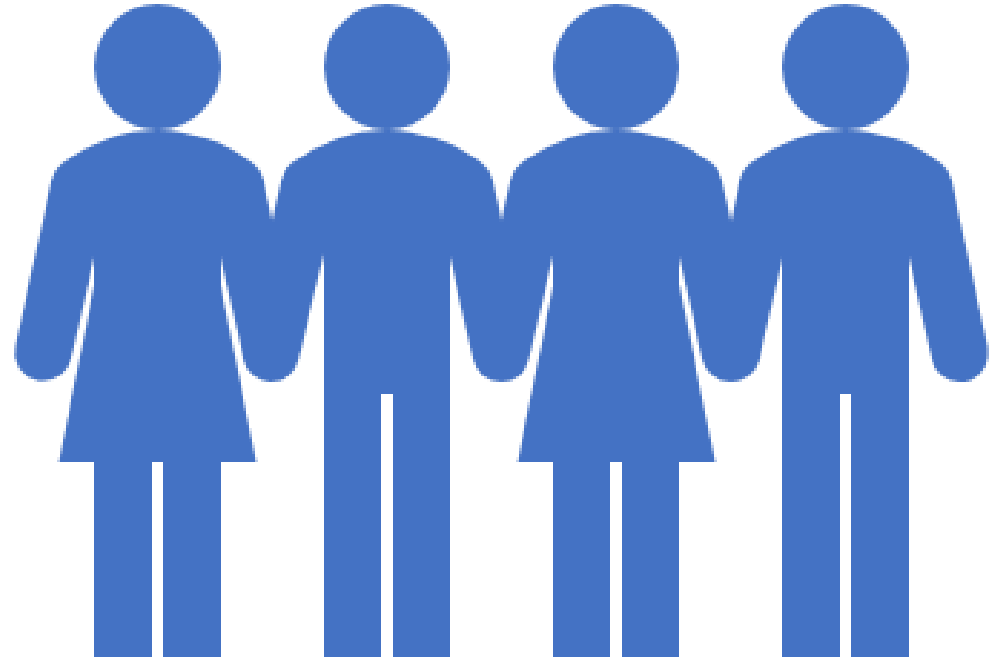
- Based in Research
 - Original Task Force collected statewide and national data on student achievement and effects of outreach programs aimed at college readiness
 - Significant obstacle to expanding minority enrollment in higher education is educational disadvantage
 - Almost 4 out of 5 students were African American, American Indian, or Latinx

SAPEP

- The Plan
 - Comprehensive, well-integrated plan coordinated with schools to help students succeed
 - Instruction, curriculum, advising, student engagement in learning, and parent involvement
 - Early intervention

SAPEP

Goal: assist disadvantaged students, help them enroll and succeed at a 4 year post-secondary institution after high school or after attending a community college for 2 years



SAPEP Recipients

SECTION 2. SAPEP SERVICE POPULATIONS

SAPEP programs collectively served nearly 220,000 California K–20 students in 2016–17, as well as large numbers of parents, teachers and administrators.

Program participants included the following:⁵

- 186,580 K–12 students
- 27,269 community college students
- 2,461 college/university undergraduates
- 301 graduate students
- 59,014 parents/guardians of K–12 students
- 12,185 teachers, counselors and school administrators

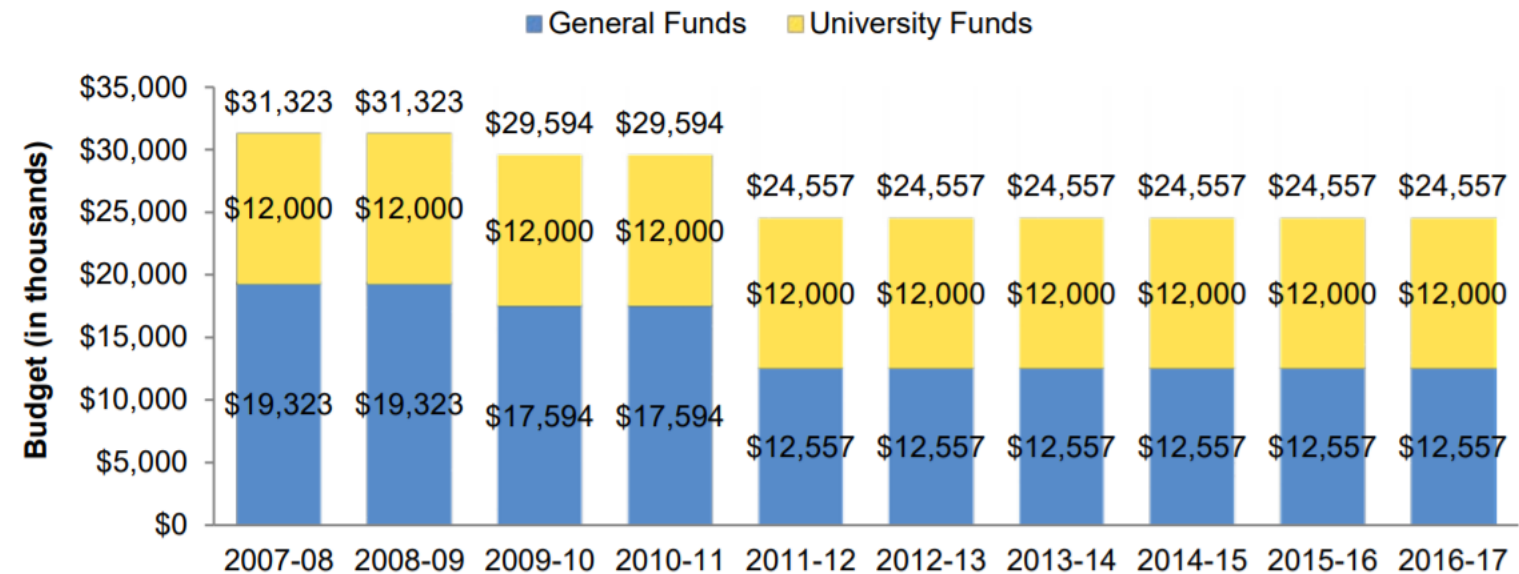
Participating schools and institutions included the following:

- 1,487 public K–12 institutions, of which 58 percent were high schools
- All 114 community colleges
- A large number of community and business organizations

A review of the demographic characteristics of program participants shows that UC is reaching those students and schools in need of assistance, as detailed in Section 3 below.

SAPEP Budget

Figure 12. SAPEP Budget by Funding Source, 2007–08 to 2016–17 (in thousands of U.S. dollars)



Source: UC Office of the President, Budget Analysis and Planning

- Current Programs under SAPEP

- ArtsBridge
- Community College Transfer Programs — Articulation
- Community College Transfer Programs — ASSIST
- Community College Transfer Programs — Transfer Prep
- Early Academic Outreach Program (EAOP)
- Graduate and Professional School Programs (GPSP)
- K–20 Regional Intersegmental Alliances (aka P–20)

- Mathematics, Engineering, Science Achievement (MESA) Community College Program
- MESA Schools Program
- Puente Community College Program
- Puente High School Program
- Student-Initiated Programs (SIP)
- University-Community Links (UC Links)
- UC Scout



Serves 40,000+ students at more than 200 K-12 public schools throughout California each year



Prepare for college and the work force, complete all UC and California State University (CSU) admissions requirements, apply for college and financial aid



Guides families

Navigate complex college preparation
College application
Financial aid processes

Early Academic Outreach Program (EAOP)

Academic and Support Services

College options in California

EAOP provides families with information about California Community Colleges, California State University (CSU), the University of California (UC) and private/independent colleges and universities.

Course selection

EAOP advisers help each student prepare an individual plan detailing the “a-g” classes to take – and when to take them – to prepare for UC and CSU.

Educator Conferences and Consulting

EAOP advisers explain UC admissions changes and provide educators with valuable assistance in updating “a-g” course lists and submitting “a-g” courses for review.

Tough subject matter and college entrance exams

Intensive workshops and summer programs help students improve academic skills so they perform better in their “a-g” classes. Workshops help students prepare for college entrance exams.

College applications and personal statements

EAOP advisers and volunteers help students complete college applications and write effective personal statements.

Individual feedback and guidance

EAOP advisers can inform students about college options, show what it's like to be a college student through campus visits and summer programs, and help students envision themselves as a university student.

Managing college finances

Special workshops help students and families understand basic budgeting and financial planning for college. And when it's time, EAOP helps families complete the Free Application for Federal Student Aid (FAFSA) and apply for grants and scholarships.



EAOP Recipients

"EAOP is the reason why I became competitively eligible and got accepted to UC Berkeley. I think I would have gone to college no matter what; I had good grades. But what really got me accepted to Berkeley was the fact that I was a well-rounded student. I would not have known that I needed to participate in extracurricular activities if it were not for the advice of EAOP instructors and fellow students."

Mari Bandoma, San Leandro High School

"It was more like having a friend and a mentor-someone who was there to assist, to counsel and to offer advice whenever I was in need. Not long ago I crossed paths with my high school mentor, Yadira, and we talked about how school was coming along. It was great to know that she still remembered me." **Yesenia Casillas, Bassett Senior High School, La Puente**

"In addition to helping me gain the confidence necessary to believe that not only did I belong at a campus like UC Berkeley, EAOP and my EAOP counselor helped me believe that with guidance, persistence, and focus, I could succeed. Once I got to Berkeley, despite how difficult college proved to be, I knew that failure was not an option." **Claudia Canizales, Mt. Eden High School, Hayward**

"I don't know where my life would have been without EAOP helping me. My EAOP advisers were role models,

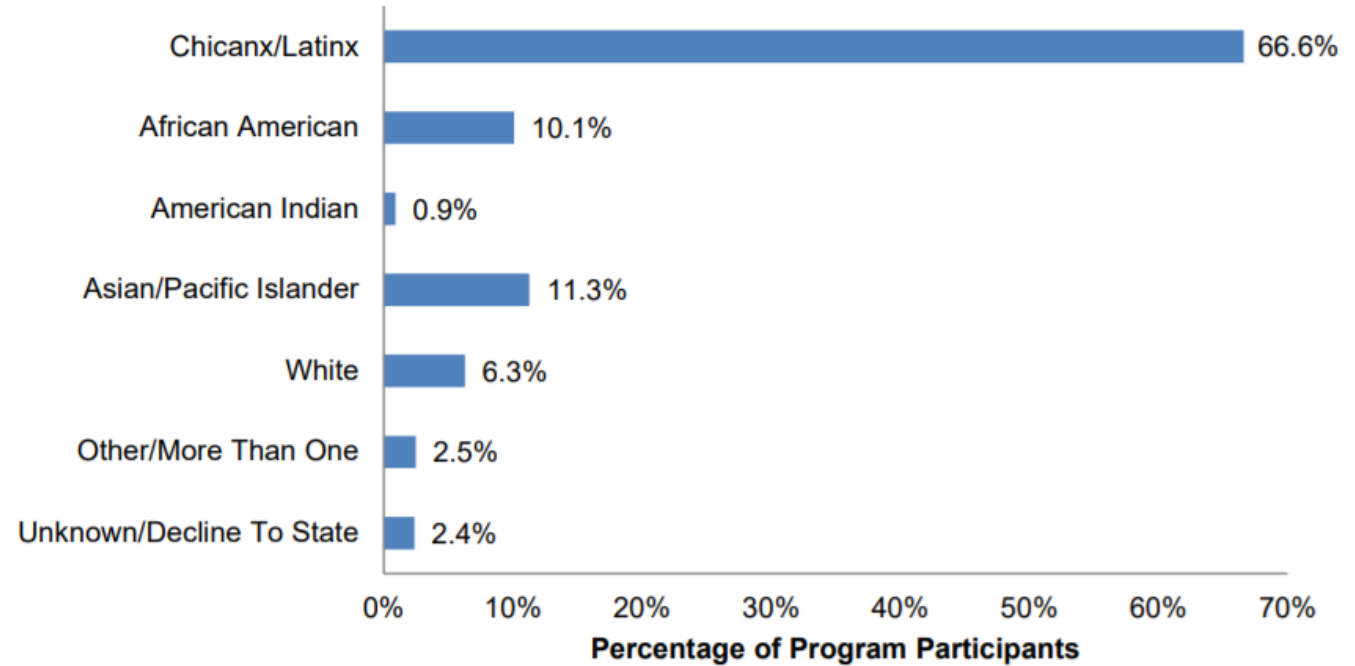
"Without EAOP I think I would have attended a community college and would have gotten confused in the mayhem of trying to transfer out. Because of EAOP, I was given the chance to apply to the University of California and was accepted to UCLA. I am glad that they gave me the knowledge and assistance I needed in order to apply." **Jose Corado, John C. Fremont High School, Los Angeles**

"When I was a freshman in high school, I went on a field trip to Cal State Northridge and it turned my life around. I'd never been on a college campus, other than to the arena to watch a basketball game, but when I stepped onto that campus and saw students who were truly celebrating education, I knew I had to be part of that. My EAOP adviser knew that I was lagging behind. He provided academic advising, got me enrolled in summer school and got me started making up the courses I would need to go to college. By the time I had graduated from high school, I had a 3.5 GPA and was accepted at UC Santa Cruz." **Keith Curry, Venice High School**

"EAOP and other academic preparation programs can open doors, and broaden horizons to the future. They empower students to see other ways of achieving goals, to take advantage of opportunities, to expand and rethink what their goals are." **Akil Koyaki Khalfani, Los Angeles High School**

College Readiness for Underrepresented Groups

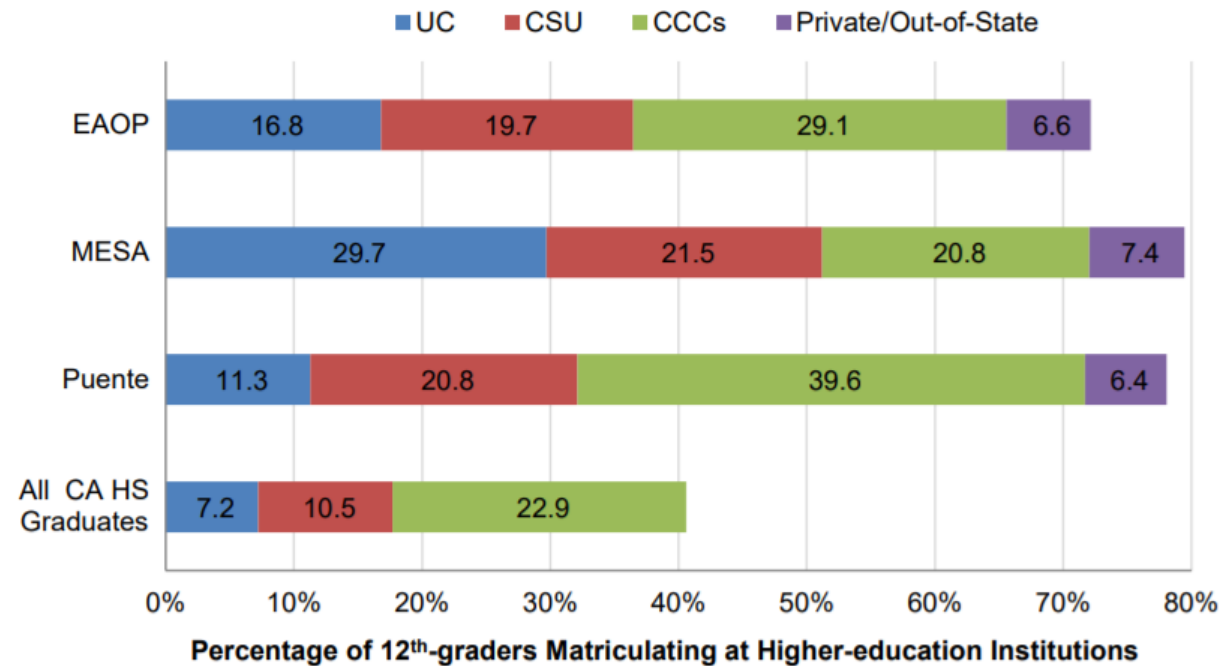
Figure 3. Distribution of EAOP, MESA and Puente High School Participants by Ethnicity, 2016–17



Source: SAPEP Annual Performance Reporting for 2016–17. Note: *Other/More Than One* includes students with multiethnic heritage.

College-Going Rates after High School (2016-2017)

Figure 5. Fall 2017 College-Going Rates by Destination for 2016–17 EAOP, MESA and Puente 12th-Graders



Sources: SAPEP Annual Performance Reporting for 2016–17, National Student Clearinghouse and UC Data Warehouse. Note: Of the 14,680 12th-graders reported as being served by EAOP, MESA or Puente during 2016–17, 10,780 were found to have achieved college enrollment during fall 2017; in addition, eight students with missing grade-level information were excluded from this analysis. Comparison data are for fall 2009 enrollments by the Class of 2009, the most recent year available from the California Postsecondary Education Commission's study of statewide college-going within California (see www.cpec.ca.gov/StudentData/CACGRCounty.asp).

Colorado State University's (CSU) Key Communities (Key) program



Key Communities Program

- Based in Research
 - CSU analyzed student retention and persistence data, assessed the outcomes for underrepresented students
 - Dr. Paul Thayer (2000)
 - Vincent Tinto's Student Integration Model (1994)
 - Lana Muraskin's Structured First Year Experience (1998)
 - Concepts from the TRIO Program (1965)

Guiding Principles



1. DESIGN WITH
DIVERSITY IN MIND



2. MAXIMIZE LEARNING
OPPORTUNITIES

Guiding Principles



3. VOICE A POWERFUL
MESSAGE



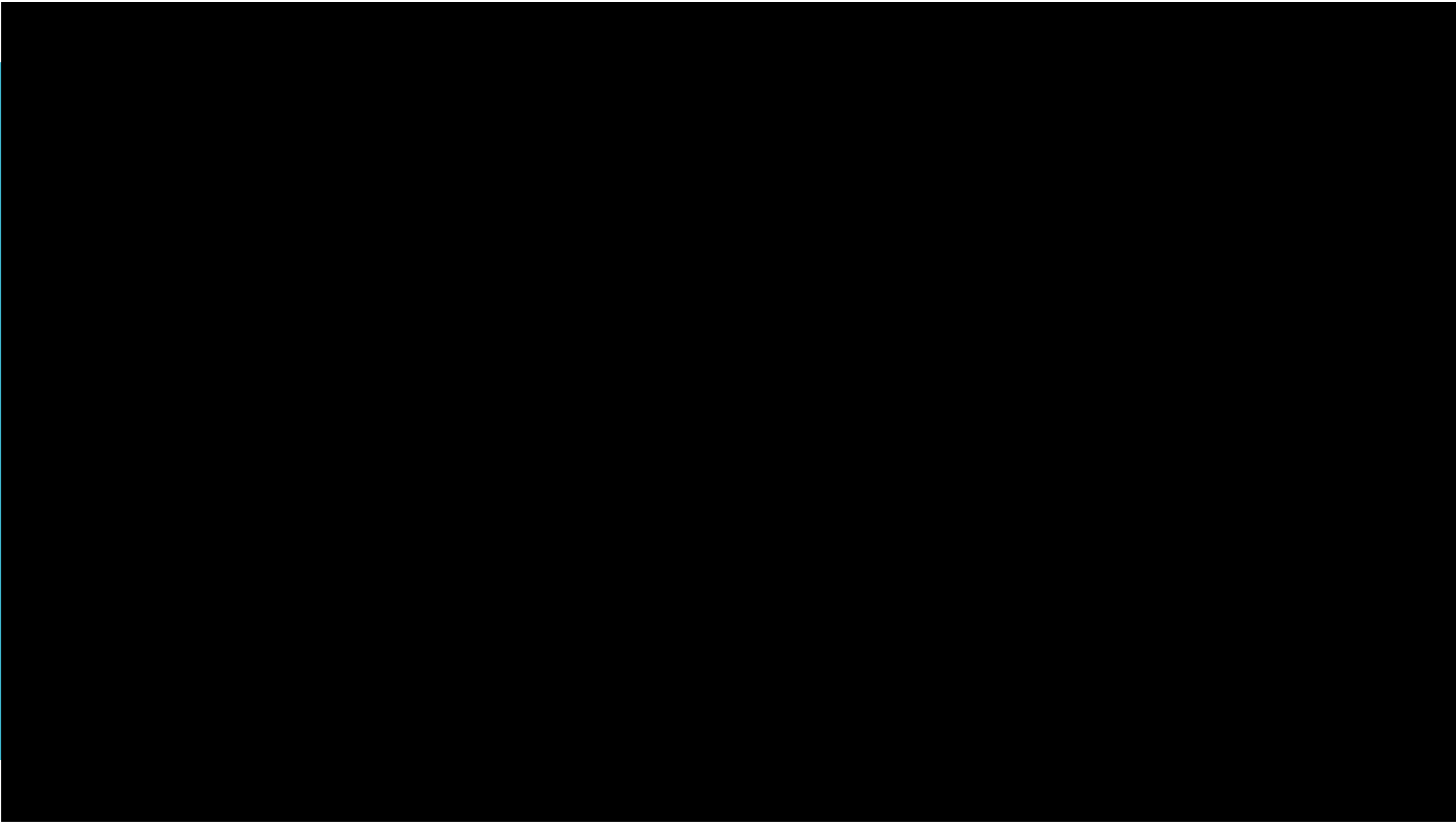
4. GIVE HONEST FEEDBACK
EARLY AND OFTEN

Key Communities Program

- The 475 first-year students participate in one of five communities:
 1. Key Academic
 2. Key Culture, Communication, and Sport
 3. Key Explore
 4. Key Health Professions
 5. Key Service
- Values
 - Academics
 - Leadership
 - Diversity
 - Service
 - Community

Key Communities Program

- Living on Campus
 - Option to live in centrally located hall
- Academics
 - 2 core classes
 - 1 Key Seminar
- Staff
 - Key Mentors
 - Full-Time Key Coordinators
 - Key Seminar Faculty



Colorado State University's (CSU) Key Communities (Key) program

Learning Communities Research and Practice

Volume 2 | Issue 2

Article 3

11-30-2014

Against the Odds: The Impact of the Key Communities at Colorado State University on Retention and Graduation for Historically Underrepresented Students

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Key Communities Program

1. Does participation in the Key Communities have a positive impact on a student's likelihood of being retained to the second year and graduating?
2. Does the impact of participating in Key vary based on a student's demographics and academic preparation?

Table 2

Propensity Score Adjusted Graduation and Retention Rate Comparisons, Key Participants vs. Non-Key


	Second-Fall Retention	4-Year Graduation	5-Year Graduation	6-Year Graduation
Key	88.7%	38.5%	60.8%	66.2%
Non-Key	80.4%	37.1%	55.6%	56.4%
Difference (se) ^{1,2}	8.29% (1.14%)*	1.40% (2.17%)	5.14% (2.63%)*	9.80% (3.40%)*
N for Key/Non-Key	1991 / 1991	1000 / 1000	408 / 408	408 / 408
Additional Students Retained or Graduated	165	NA	NA	40

¹ Average treatment effect among the treated, with standard error in parentheses² * $p < 0.05$

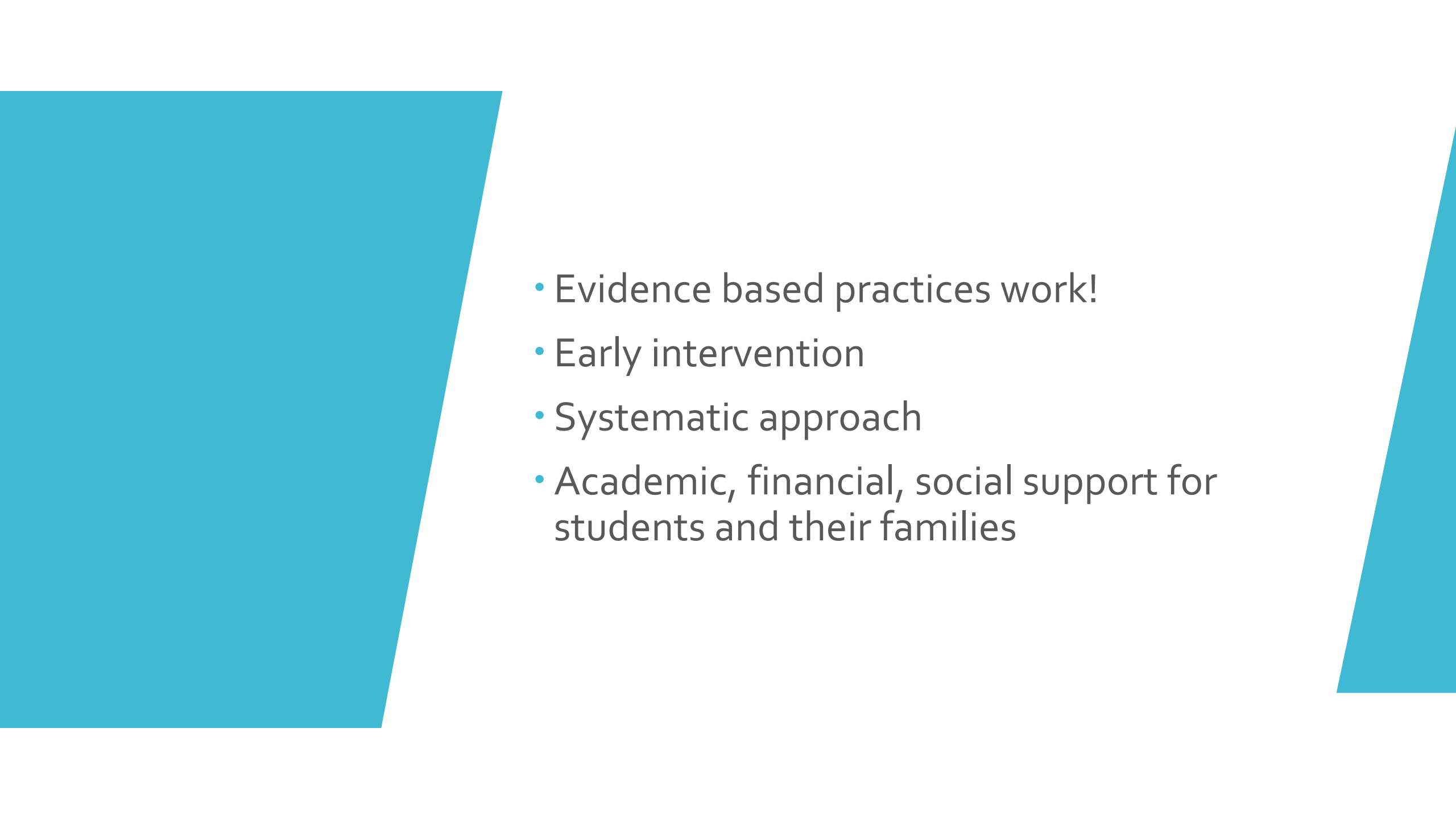
Outcomes

Outcomes

- Key has a positive effect on graduation and retention for everyone
- Key participation differentially impacts the likelihood of retention and graduation for first generation, minority, and Pell recipients or students with lower levels of academic preparation
- Much larger effect for traditionally underrepresented students



What can we learn
from SAPEP and Key?

- 
- Evidence based practices work!
 - Early intervention
 - Systematic approach
 - Academic, financial, social support for students and their families



Questions, Comments, Thoughts?